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ABSTRACT

A pilot program, established at Griffin Creek School (Medford, Oregon) from September 1970 to June 1971, consisted of five Laubach-trained volunteer reading tutors, an experimental group of five fifth- and sixth-grade boys, and a control group of eighteen boys and girls in a regular classroom. The experimental boys, reading at a second- or third-grade level at the beginning of the project, met four days a week with their individual tutors and once weekly for an hour of group instruction. Control group students were reading at levels ranging from the second grade to the sixth grade. The Gates-MacGinitie Reading Tests (1965) were administered to both groups at the beginning and at the end of the project, with the experimental group receiving an additional testing in April 1971. Results showed that the range of reading gain for the experimental group was from nine to sixteen months, that 100 percent of the experimental group showed a gain in the comprehensive or vocabulary test sections, and that the range for the control group was from a loss of four months to a gain of 27 months, with 89 percent showing some gain in comprehension or vocabulary. Appendixes provide reading scores, a lesson plan guide, and a rationale for letter sound mnemonics. (JM)

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LAUBACH TRAINED VOLUNTEER

TUTOR PILOT PROJECT 1971

by

Mary F. Gaulke

Medford School District 549C

Medford, Oregon

1971-1972

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PROBLEM:

A limited number of students in Medford District 549C's classrooms are unable to function academically in reading skills at a level comparable to that of their grade peers. A child may be unable to maintain a constant gain in academic performance as a result of transferring from another school district, of having emotional problems, or of receiving inadequate training for reading skills.

The Oregon Board of Education, recognizing the problem of the remedial reader, requested during the 1970 school year that each school district in the state submit a proposal which indicated plans for improving the teaching of reading during the following three years. Each proposal was to be submitted to the District School Board for approval before being sent to the Board of Education. A modified plan for School District 549C was subsequently approved by the Board and submitted to the Board of Education during the 1970-71 school year.

One of the items proposed in the plan to improve the teaching of reading was the introduction into the District's teaching process of Laubach trained volunteer tutors who would assist students on an individual basis during the school day. The proposed use of Laubach trained volunteer tutors was intended to supplement the established remedial reading program in the elementary and secondary schools.

The District's remedial reading program for the elementary level utilizes two full-time reading clinicians who serve thirteen elementary schools. The method of teaching varies--the clinician works in the classroom with the children or the children receive remediation in another learning area of the building. When the children are placed in groups, a maximum of six students is permitted.

The secondary schools in the District have a minimum of one reading teacher to each building. Reading classes at the secondary level are both developmental and remedial.

In order to implement the proposed innovation--the use of Laubach trained volunteer tutors--a pilot program was established at Griffin Creek School for the period from September, 1970 to June, 1971. Five Laubach trained volunteer tutors met with the principal of the school, a research person, and a reading clinician, for conferences which determined the objectives of the tutorial program and the method of assisting in the reading instruction of the five students. A decision to include a control group for the pilot project was reached by the team of staff and volunteer tutors.

RESEARCH DESIGN:

The research design consisted of an experimental group of five fifth and sixth grade boys and a control group of eighteen boys and girls in one classroom. The teacher of the control group classroom students had received training in the teaching of reading beyond the required courses for elementary teaching certification. The teacher was also a Laubach trained tutor. However, the teacher used no Laubach printed materials in the classroom during the experimental period.

The Laubach trained volunteer tutors ranged in background from reading clinicians who were certificated teachers to volunteers who had received only Laubach tutor training.

The experimental group students met four days a week with their individual tutors and once weekly for an hour of instruction as a group with one tutor. The tutors met with a reading clinician daily for fifteen minutes.

DELIMITATIONS:

The tests used for evaluation during the pilot project were the Gates-MacGinitie Reading Tests (1965), Survey D, Forms 1M, 2M, and Form 1.

Base line data for the selection of the subjects for the experimental group came from the permanent records of the five students.

LIMITATIONS:

The experimental group for the pilot project was comprised of four fifth grade boys and one sixth grade boy. The boys in the experimental group were reading at a second or third grade reading level at the beginning of the project.

The control group for the pilot project had eighteen boys and girls who were permanent members of a regular classroom from September, 1970 to June, 1971. Students who entered or left the class during the year were not included in the control group's statistics. The students in the control group were reading at levels ranging from the second to the sixth grade.

JUSTIFICATION:

The professional implications involved in the study focus on the concept of utilizing available, trained volunteers to assist the classroom teacher by removing from the class for a limited period of time, those students who have specific problems with reading skills, and working with the students on an individual basis until the students show improvement in reading.

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Under the guidance of a resource teacher, a reading clinician, or a classroom teacher, the Laubach trained volunteer tutor could implement a lesson plan designed to emphasize a specific reading objective. The student's classroom teacher could then evaluate the effectiveness of the tutoring during the student's daily performance in the classroom and through the use of standardized tests. The use of a standardized test for evaluating the progress made by the student would ensure validity in estimating the gain in reading skills which was made by the students in the experimental group and control group during the year.

PROCEDURE:

The Gates-MacGinitie Reading Tests (1965) were administered to the experimental group and the control group at the beginning of the pilot project in September, 1970 and again at the end of the project in June, 1971. The experimental group received one additional testing in April, 1971 to determine their progress to date and to evaluate the use of supplementary materials in addition to Laubach readers and workbooks. The raw scores for all testings appear in Appendix A.

The completed tests were analyzed by a reading clinician and the Laubach trained volunteer tutor, the errors were noted and lesson plans were developed for each of the five students. Completed tests for the control group were analyzed by the classroom teacher--specific problems for each individual were noted. All remediation for the control group took place in the classroom under the direction of the classroom teacher.

METHOD OF INSTRUCTION:

Each tutor was provided with a Thorndike Barnhart Beginners Dictionary, a set of Laubach reading materials and workbooks, a Hegge, Kirk and Kirk Remedial Reading Drills (1969), a sheet of Six Cycle Charting Paper, a stopwatch or a timer, supplementary reading materials, e.g. Merrill Linguistic Readers, Readers Digest Skill Builders, Open Court Reading, or any appropriate reading materials, and a list of the Starlin Letter Sounds.

A reading clinician demonstrated for the tutors the use of the Six Cycle Charting Paper to record a student's reading rate and his word errors made per minute. The student read for two minutes from new material while the clinician checked the words which were errors read during the timing period. The words and errors were counted and divided by two for a record of words per minute and errors per minute. The best score was recorded on the chart. Usually, the clinician stressed, two or three timed readings are made each day in the experimental group and the best timed reading is recorded. Before beginning the scheduled lessons in the experimental group, timed readings from three sources were taken to determine which source of materials--Merrill Linguistic Readers, Open Court Readers, etc., was best for the individual--the book in which the child had experienced the most success.

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Dictionary drill was generated from the error words recorded during the daily readings by the student--either the timed readings or the reading practice in the supplementary materials. The tutor timed the student for his ability to find the definition of a word quickly. No recordings were made of the student's dictionary skills. However, the students compared rates of speed or competed for times during the weekly group sessions. Additional words were obtained from the errors the students made in reading the definitions which they found in the dictionary.

Remedial Reading Drills (1969), were used to reinforce the learning of sounds, etc., through the use of lists of words which have the sound repeated in each word. Words which were unknown to the student were recorded by him on individual cards and taken home. Parents were encouraged to assist the student with new words by helping him with the pronunciation and by listening to the student read the words. The parents were requested to praise the child when he studied and to make no comment when he did not study his words.

Workbooks for the students in the experimental group were Laubach materials. These workbooks evaluated the students' abilities to write responses to questions, to fabricate short stories, and to match words which indicate concepts presented in the regular lessons.

Copies of: A Lesson Plan Guide for Laubach Tutors, Points to Remember, and Materials Needed are found in Appendix B.

CONCLUSIONS AND IMPLICATIONS:

The range of reading gain for the experimental group at the time of the June testing was from nine months to sixteen months--one hundred percent of the students showed a gain in the comprehensive or vocabulary section of the test.

The control group's test scores varied, with some students scoring lower in May than in November, some students staying the same, and some making a gain of more than twelve months. For the control group, the range was from a loss of four months to a gain of twenty-seven months. Eighty-nine percent of the students in the control group showed some gain--either in the comprehension or the vocabulary section of the test. If it is estimated that 50% of the students will show a gain in a randomly selected classroom in District 549C, the 89% gain is a marked improvement over the 50% figure.

The implications of the pilot study were that additional benefits were being gained during the tutoring sessions. Tutors and classroom teachers reported apparent gains in self-concept, interest in classroom work, and willingness to try new tasks rather than shun tasks because of a fear of failure. In addition, implications are that the students of a teacher who has received training in the teaching of reading beyond the required college courses might show a gain in their reading grade level, beyond that of a randomly selected classroom, during the year.

The one-to-one instruction technique appears to be one way to provide individualized instruction for specific problems in learning if classes are large.

Additional research is necessary before any attempts are made to predict success at every grade level through the use of Laubach trained volunteer tutors in the schools. It is recommended that workshop training for the tutors who assist in the schools include separate training sessions with the classroom teachers as well as the reading clinician.

A copy of the Starlin Letter Sounds, reprinted with permission from the author, appears in Appendix C.

APPENDIX A

SCORES FOR GATES-MACGINITIE READING TESTS
SURVEY D 1M, D 2M, D FORM 1
EXPERIMENTAL GROUP

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Student Identification

50 M

	SPEED AND ACCURACY NO. RIGHT			VOCABULARY NO. RIGHT			COMPREHENSION NO. RIGHT		
	NOV	APRIL	JUNE	NOV	APRIL	JUNE	NOV	APRIL	JUNE
RAW SCORE	7	12	8	13	14	22	15	21	27
STANDARD SCORE	38	43	33	39	32	41	39	39	41
PERCENTILE SCORE	12	24	4	14	4	18	14	14	18
GRADE SCORE	2.8	4.3	3.0	2.9	3.2	4.1	2.6	3.8	4.0

51 M

	SPEED AND ACCURACY NO. RIGHT			VOCABULARY NO. RIGHT			COMPREHENSION NO. RIGHT		
	NOV	APRIL	JUNE	NOV	APRIL	JUNE	NOV	APRIL	JUNE
RAW SCORE	11	14	14	19	20	29	29	26	19
STANDARD SCORE	40	47	40	36	39	42	41	43	32
PERCENTILE SCORE	16	18	16	8	14	21	18	24	4
GRADE SCORE	3.8	4.8	4.6	3.0	4.0	5.2	4.2	4.4	3.0

52 M

	SPEED AND ACCURACY NO. RIGHT			VOCABULARY NO. RIGHT			COMPREHENSION NO. RIGHT		
	NOV	APRIL	JUNE	NOV	APRIL	JUNE	NOV	APRIL	JUNE
RAW SCORE	11	8	11	11	8	19	14	16	17
STANDARD SCORE	41	35	39	31	29	38	33	36	33
PERCENTILE SCORE	18	7	14	3	2	12	4	8	4
GRADE SCORE	3.8	3.2	3.8	2.6	2.4	3.7	2.5	3.2	2.8

53 M

	SPEED AND ACCURACY NO. RIGHT			VOCABULARY NO. RIGHT			COMPREHENSION NO. RIGHT		
	NOV	APRIL	JUNE	NOV	APRIL	JUNE	NOV	APRIL	JUNE
RAW SCORE	6	8	8	16	19	27	12	12	15
STANDARD SCORE	31	35	33	37	38	46	30	32	30
PERCENTILE SCORE	3	7	4	10	12	34	2	4	2
GRADE SCORE	2.6	3.2	3.0	3.3	3.9	4.7	2.4	2.7	2.6

54 M

	SPEED AND ACCURACY NO. RIGHT			VOCABULARY NO. RIGHT			COMPREHENSION NO. RIGHT		
	NOV	APRIL	JUNE	NOV	APRIL	JUNE	NOV	APRIL	JUNE
RAW SCORE	5	16	8	13	16	18	18	11	13
STANDARD SCORE	29	50	33	37	34	36	36	31	30
PERCENTILE SCORE	2	50	4	10	5	8	8	3	2
GRADE SCORE	2.4	5.5	3.0	3.3	3.5	3.5	2.9	2.6	2.5

APPENDIX A

SCORES FOR GATES-MACGINITIE READING TESTS
SURVEY D, FORMS 1 & 2
CONTROL GROUP

Student Identification: 1 F

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	9	10	8	10	25	26	22	29
STANDARD SCORE	41	37	43	39	54	49	46	46
PERCENTILE SCORE	18	10	24	14	66	46	34	34
GRADE SCORE	2.9	3.2	3.2	3.5	4.7	4.7	3.3	4.2

Student Identification: 3 M

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	3	7	3	4	13	14	8	7
STANDARD SCORE	-29	30	32	-	41	34	34	-
PERCENTILE SCORE	- 2	2	4	-	18	5	5	-
GRADE SCORE	- 2.0	2.4	2.3	-	3.1	3.1	2.2	-

Student Identification: 4 F

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	9	10	7	8	16	25	20	21
STANDARD SCORE	41	37	41	34	44	48	44	40
PERCENTILE SCORE	18	10	18	5	27	42	27	16
GRADE SCORE	2.9	3.2	2.9	3.0	3.5	4.5	3.1	3.2

Student Identification: 5 F

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	12	12	9	11	16	26	22	26
STANDARD SCORE	47	41	45	41	44	49	46	44
PERCENTILE SCORE	38	18	31	18	27	46	34	27
GRADE SCORE	3.8	3.8	3.5	3.8	3.5	4.7	3.3	3.9

Student Identification: 6 F

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	5	12	5	8	19	20	11	21
STANDARD SCORE	31	41	37	34	48	43	36	40
PERCENTILE SCORE	3	18	10	5	42	24	8	16
GRADE SCORE	2.1	3.8	2.5	3.0	3.9	3.9	2.3	3.2

APPENDIX A

SCORES FOR GATES-MACGINITIE READING TESTS
SURVEY D, FORMS 1 & 2
CONTROL GROUP

Student Identification

7 M

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	8	11	7	11	16	18	22	30
STANDARD SCORE	39	39	41	41	44	40	46	47
PERCENTILE SCORE	14	14	18	18	27	16	34	38
GRADE SCORE	2.6	3.5	2.9	3.8	3.5	3.5	3.3	4.4

8 M

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	10	10	9	7	13	11	15	19
STANDARD SCORE	43	37	45	32	41	-	38	38
PERCENTILE SCORE	24	10	31	4	18	-	12	12
GRADE SCORE	3.2	3.2	3.5	2.8	3.1	2.6	2.6	3.0

9 F

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	9	8	9	8	30	30	25	40
STANDARD SCORE	41	33	45	34	60	53	48	56
PERCENTILE SCORE	18	4	31	5	84	62	42	73
GRADE SCORE	2.9	2.6	3.5	3.0	5.6	5.5	3.8	6.1

10 M

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	9	9	6	8	21	23	22	31
STANDARD SCORE	41	35	39	34	50	46	46	47
PERCENTILE SCORE	18	7	14	5	50	34	34	38
GRADE SCORE	2.9	2.9	2.7	3.0	4.1	4.2	3.3	4.5

11 M

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	16	13	11	13	11	14	12	29
STANDARD SCORE	55	43	49	45	38	34	34	46
PERCENTILE SCORE	69	24	46	31	12	5	5	34
GRADE SCORE	4.9	4.0	4.1	4.4	2.8	3.1	2.4	4.2

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APPENDIX A

SCORES FOR GATES-MACGINITIE READING TESTS
SURVEY D, FORMS 1 & 2
CONTROL GROUP

Student Identification

12 M

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	18	7	7	7	10	22	13	25
STANDARD SCORE	58	30	41	32	36	45	38	43
PERCENTILE SCORE	79	2	18	4	8	31	12	24
GRADE SCORE	5.8	2.4	2.9	2.8	2.6	4.1	2.5	3.8

13 M

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	6	15	6	13	9	18	5	26
STANDARD SCORE	34	47	39	45	35	40	-	44
PERCENTILE SCORE	5	38	14	31	7	16	-	27
GRADE SCORE	2.2	4.6	2.2	4.4	2.5	3.5	-	3.9

14 M

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	12	8	4	2	13	16	9	16
STANDARD SCORE	47	33	35	-	41	36	35	35
PERCENTILE SCORE	38	4	7	-	18	8	7	7
GRADE SCORE	3.8	2.6	2.4	-	3.1	3.3	2.2	2.7

15 M

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	16	11	12	11	19	27	23	33
STANDARD SCORE	55	39	51	41	48	50	47	57
PERCENTILE SCORE	69	14	54	18	42	50	38	76
GRADE SCORE	4.9	3.5	4.3	3.8	3.9	4.8	3.4	4.8

16 M

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	10	10	4	5	13	12	22	12
STANDARD SCORE	43	37	35	-	41	30	46	32
PERCENTILE SCORE	24	10	7	-	18	2	34	4
GRADE SCORE	3.2	3.2	2.4	2.4	3.1	2.7	3.3	2.4

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APPENDIX A

SCORES FOR GATES-MACGINITIE READING TESTS
SURVEY D, FORMS 1 & 2
CONTROL GROUP

Student Identification

17 M

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	7	9	7	9	13	20	19	23
STANDARD SCORE	36	35	32	37	41	43	43	42
PERCENTILE SCORE	8	7	4	10	18	24	24	21
GRADE SCORE	2.4	2.9	2.9	3.3	3.1	3.9	3.0	3.4

18 F

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	7	12	5	7	13	16	15	19
STANDARD SCORE	36	41	37	32	41	36	39	38
PERCENTILE SCORE	8	18	10	4	18	8	14	12
GRADE SCORE	2.4	3.8	2.5	2.8	3.1	3.3	2.6	3.0

19 F

	SPEED AND ACCURACY				VOCABULARY		COMPREHENSION	
	NO. ATTEMPTS		NO. RIGHT		NO. RIGHT		NO. RIGHT	
	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY	SEPT.	MAY
RAW SCORE	11	11	8	6	11	16	15	17
STANDARD SCORE	45	39	43	29	38	36	39	36
PERCENTILE SCORE	31	14	24	2	12	8	14	8
GRADE SCORE	3.5	3.5	3.2	2.6	2.8	3.3	2.6	2.8

APPENDIX B

A LESSON PLAN GUIDE FOR LAUBACH TUTORS

Mary Gaulke, October, 1971

Feel free to make changes in the order or length of activity. Your tutor supervisor will assist you with additional activities.

Take a "Before:" Select three kinds of reading materials, e.g. Merrill, Open Court; do timed readings; select the best score; use that supplementary reader.

5 minutes

Warm up on Starlin Letter Sounds. Have the letters written on cards. Eliminate the ones said correctly after the first reading. Retain the unknown sounds for a few more trials.

5 minutes

Have the student practice reading easy selections to warm up and to experience success in reading without having to stop for unknown words. Try choral reading occasionally.

15 minutes

Take timed readings on new material--preferably Laubach material. The student reads for two minutes while the tutor notes the errors on his copy. Words and errors are counted and both sums are divided by two in order to record words read per minute and errors per minute. Record the best score on Six Cycle Charting Paper. Have the student write the word errors on cards or make a list of them to take home for study.

10 minutes

Use the word errors as a source of words to find in the dictionary. Any unknown words in the dictionary definitions should be a part of the dictionary drill. Time the student's ability to find a word or have the student guess if the word will be found at the beginning, middle, or last part of the dictionary.

20 minutes

Do the workbook exercises in the Laubach materials--give assistance when necessary so the student may experience success. Change the time schedule or the order of work as needed. Administer tests or check-ups when the student completes a book.

APPENDIX B

POINTS TO REMEMBER

Each building will provide a tutor supervisor--a person who can answer your questions. Your student will have had a standardized reading test before you meet him. The tutor supervisor will go over the test results with you.

Someone will call you if your student is absent. You need to notify the school if you are unable to teach your student. Be on time always, so the student can depend on you.

You will usually meet four days weekly with your student and the tutor supervisor will meet one day with the group of students being tutored.

Make certain that you know the letter sounds.

While you won't be emphasizing rules, make certain that the student understands what you are teaching him. Read the Laubach manual for information about the pupil-tutor relationships.

Try choral reading with your student--this helps to correct hesitations and to establish a regular rhythm in reading.

Have the student finish the required writing in the workbooks.

Use the Laubach tests when each book is completed.

Ask your tutor supervisor about anything which puzzles you.

APPENDIX B

MATERIALS NEEDED BY THE LAUBACH TUTOR IN THE SCHOOL

A copy of Starlin Letter Sounds

Two sets of Laubach materials

Access to Remedial Reading Drills, by Hegge, Kirk and Kirk

Thorndike Barnhart Beginning Dictionary

Two copies of three different supplementary readers, e.g. Merrill Linguistic Readers, Open Court Readers, Readers Digest Skill Builders, Let's Read, or any other appropriate materials. (These will be used for the "Before," to determine in which materials the student experiences the most success.)

One timer or stop watch for timed readings

One sheet of Six Cycle Charting Paper

Writing paper with lines or a notebook for the student

Blank cards or papers to record words or the Starlin Letter Sounds

APPENDIX C

STARLIN LETTER SOUNDS

Rationale for Letter Sound Mnemonics

C. M. Starlin

It is my opinion[1] that a youngster will more quickly become independently competent in remembering the sounds that alphabetic letters represent, if the letter form itself serves to trigger a key word that begins with the sound of the given letter, (e.g. O looks like an olive, so the shape of O can serve to trigger the key word olive which starts with short O).[2]

This procedure provides the youngster with a self contained cue for remembering the letter sound in isolation or within the word without the need of other more prosthetic aides. Presently, prosthetic devices such as: (1) picture cues (e.g. short a, shown with picture of an apple), (2) color coding (e.g. Words in Color), modified alphabets (e.g. Initial Teaching Alphabet) written key words that are part of the youngster's sight vocabulary (e.g. a card with C and a cat written on it) or a combination of these are commonly used to facilitate the remembering of the letter sounds. However, these devices need to be eventually faded out and a return must be made to traditional orthography, block print on white paper with no pictures or written key words. It is not necessary to go through such fading procedures when using the self contained letter sound mnemonics.

Of course, the objective of such instruction is that the youngster, after encountering each letter a number of times, will no longer have to stop, remember the mnemonic, the key word and its initial sound but will remember the sound by merely recognizing the letter.

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1 Meaning I have no data to support the position.

2 It is not essential that a direct correlation exist between the key word and the letter symbol but rather that the word used has the same initial sound and the form of the letter serves as a cue for the word. (e.g. The O-olive example involves basically a direct correlation, however, my clinical observation suggests that a (an apple with a stem), i (an Indian with a feather) and others are very successful even though the relationship is not nearly as obvious)

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Letter Sounds in Terms of
Phonic Regularity Principles

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After the youngster has mastered the sounds, work on blending will begin. Words he blends from 10-20 times should then become part of his sight vocabulary. After the child has begun to read words as complete units he is on the threshold of becoming a fluent reader.

So the incorporation of the letter sound mnemonics is merely a procedure designed to accelerate a youngster in achieving the ultimate goal of becoming a fluent reader.